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ABSTRACT

The concept of career search is envisioned as a means to personal growth rather than merely a choice of occupations. A career search program is described which sets up a basic foundation of self-assessment, exploring personal values, interests, and skills. Four inventories are described which can help individuals develop self-descriptions in terms of the work world. These inventories focus on personality traits, desired levels of complexity in regard to data, people and things: work qualities: and skills analysis. The inventory data are then connected with a chart of 66 job groups representing 40,000 job titles, showing the relationship between their qualities and job opportunities. This career counseling process also involves resumes, applications, interviews, and letters. Career counseling is viewed as an important aid to help individuals make thoughtful career decisions that lead to personal growth. (NRB)

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COMING ALIVE FROM NINE TO FIVE
The Career Search Method

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I. Introduction
- A. Welcome/Overview of Workshop
- B. Rationale for this career search method

When I first began counseling twelve years ago, my strong interest was in the personal counseling area. When people came in with a dilemma about career direction, I worked hard to clarify the areas of conflict. Administration and interpretation of various career inventories, even followed by more counseling, seemed to be a very "thin" process.

I began developing a few materials for office use, but the chemist in me longed for a more complete system - along with more tangible results. When an opportunity arose to "trade in" a chemistry course I was teaching for a course in career exploration, I took it. It gave me a good chance, along with a subsequent year's sabbatical, to explore available career resources. I found that many counselors expressed a need for a better system. I began developing and testing a process. The result of three years of hard work, Coming Alive from Nine to Five, The Career Search Handbook, was published this year by Mayfield Publishing Company. It has been used by over 4,000 people to date in individual counseling, workshops, and classes. It has received much positive feedback.

I'd like first to share my underlying philosophy of career search and then talk about the process.

II. Philosophy of Career Search
- A. Career Search can be a special time, a privileged time, to orient/organize one's life. We set aside time to look at ourselves and what we've been doing. It deals with how we intend to spend our lives for a time, how we intend to live out the rest of our time. We must decide: to keep or not to keep goals of old, to change or not to change well worn behaviors, to aspire or not to aspire to certain positions, to improve certain skills, to develop certain characteristics, all with a view toward greater life enrichment. The decisions we make can make a difference. Sometimes we find ourselves half way down the block and look up and say "did I take this street"?

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B. The Worry Bird

So many of us spend time and energy rushing around like the Worry Bird. We have to fly backwards to see where we've been and as a result have little sense of where we're going.

Maybe some of what we do isn't worth all the time and energy we spend -- and it has global implications when you consider half of several billion or more people doing likewise - wasting resources, exhausting themselves, often finding no purpose while another half or more barely survives. The U.S. with 5.6% of the world's population uses 40% of the resources.

So I see Career Search as more than just figuring out -- what is the best job for us? That's a shorter view. The prospective expands/lengthens when we ask ourselves what we want that job to do for us -- and very quickly we find ourselves face to face with some of our deepest values. Do we want money, power & status? Peace, harmony, love? Can we have it all? Are some values incompatible with others?

Can we work 60-70 hrs/wk moving up the corporate ladder, have close, loving relationships with our family, grow our own vegetables, recycle our tin cans on Saturdays, keep physically fit by jogging daily, act as Boy Scout leader, pillar of the church, meditate and do Yoga one hour a day, play bridge every Thursday, golf and have dinner every week-end at the country club?

How fully can my interests and values be actualized in the real world? What is it all about, Alfie? What is the purpose of work? What is the purpose of life? Career Search can be a profound journey of personal growth -- not just a superficial choosing and securing of a job.

III. The Process

The process needs to be lighthearted, warm and encouraging, but not trivial! Career Search can be more meaningful if it involves a good system, clear and demystified, that helps people articulate as clearly as possible <u>who</u> they are and <u>what</u> they do well.

Self-awareness
leads to
self-acceptance
leads to
self-confidence

It should first set up a basic foundation of self-assessment. Second, it should help people to describe themselves as fully as they can, admitting who they are in terms that can be related to the work world. Third, it should then help searchers see the relationship between their characteristics and the work world. The complex work world needs to be shown completely but in an organized and demystified way. Fourth, it should show them how to connect effectively "out there".

A. Basic foundation of self-assessment
   1. What is it they need versus what they want/over and above/ to lead an enriched life.
   2. This leads into what they value in life--a process of clarifying values.
   3. What a person values determines life choices and thus, interests are developed.
   4. These interests based on value choices make up their personality orientation.
   5. Skills are developed from interests repeated.
   6. Roles/stereotypes develop that block perception of who we are.

B. Self-description in terms of work world. I'd like to describe four inventories that are the heart of the process:
   1. The Personality Mosaic
      This inventory is made up of ninety statements such as "I'm always glad to have someone else take charge". The student/ client circles the numbers of those statements that feel like something he/she would say or identify with.

      Self-scoring leads to a personality orientation based on John Holland's six-personality typology. An explanation and interpretation follow. The person can then go back and see why the scores turned out as they did and realize that uncertainty of their answers makes the results less than certain. It is important for people doing assessment inventories to realize this.

      The next three inventories tap into the Dictionary of Occupational Titles Volume II, 1965 and the Guide for Occupational Exploration, 1979, both from the Department of Labor. The rather complex, technical language of the DOT has been carefully simplified and popularized.
   2. Data, People, Things
      A rating is done of high, medium or low on statements dealing with desired levels of complexity and responsibility in regard to data, people, and things.
   3. Work Qualities
      The interests and temperaments or work situations and activities have been carefully synthesized here and simplified into ten qualities of work. By indicating the "must have" qualities a student is getting closer to jobs that contain his or her satisfiers.
   4. Skills Analysis
      In this inventory the eleven aptitudes of the DOT are condensed into eight basic skill areas. A two-part skills analysis results in a rating as to interest in using these skills at high, medium or low level of proficiency.

C. Relationship of self - characteristics to the work world
   The last section connects the data collected in the four inventories with a chart of the sixty-six Job Groups of the Guide for Occupational Exploration (DOL, 1979 - see workshop handout). These Job Groups represent 40,000 job titles. Each group has been rated on its involvement with data, people and things, work qualities and skills. By circling one's desired satisfiers, clusters of interest groups begin to appear.

It enables a person to grapple with his or her own qualities and to see at a glance how these qualities fit into the entire U.S. job market. A counselor can use this data to spot inconsistencies and areas of job dissatisfaction. An obvious example would be the case of a highly realistic, low people - oriented person who would choose social work with its high people priority as a top job group.

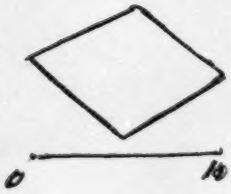
D. Connections

I feel that a career search process should not stop here. It ought to deal with the job market not only in terms of statistics but in terms of rapidly changing trends in society and how these relate to the risks in career choice. We need to show people how to get into the "network" of workers in a particular field to give them access to "onsite" career information. We need to "empower" them to search creatively and with sophistication in a competitive world by teaching them such basics as resumés, applications, interviews and letters. We need to make them aware of the structure and subtleties of workplaces.

An important part of the process is to see that they fit in many places, not just one career, and that they do have alternatives.

IV. Decisions

A. The Career Continuum



The stages of career decision-making seem the same. First, a "zero point" or blank feeling of "I don't know what I want". Information seeking follows if any real movement is to take place. Often this self and career assessment leads to a feeling of anxiety and confusion. The person has opened up a lot of options and is overwhelmed. Narrowing down must be next to arrive at the decision point. Everyone goes through these stages at an individual rate of speed.

B. Seven Choices

In reality there are only about seven basic career directions: business, industry, education, entertainment/communication, health, government or the military. By zeroing in on one of these areas a person has narrowed the options greatly.

But after a career search process has been done, a person may be only half way to the decision point. This point can seem to be a place of greater confusion than the starting point. All that information must be assimilated. Many feel a need for "percolation time".

So the immediate decisions must be presented: to go back to school, keep the same job with a new approach, decide not to decide. Here, an analysis of one's decision-making risk taking skill can be helpful.

V. The Larger View

In these days of skrinking resources and energy, it seems important to spend a little time considering how one's work fits in with world/personal concerns. So I like to spend some time considering a global and personal philosophy of work. Why are we doing all this and how is it affecting the world?

VI. Accountability

In these days of Jarvis and Jaws, having a tangible, visible program can be a plus. Many people feel anxious about what they are going to do at all stages of life transitions from high school graduation to retirement. Parents especially are concerned about their children. Career Counseling has a great deal of substance to it. Using the system as a spring board to speakers, panels, work experience, infusion and other school programs can enhance counselor visibility.

VII. Career Search - A Personal Growth Process

The career search journey should be a "thought-ful" one that leads to growth. Abraham Maslow said it well: "Even if all these needs are satisfied, we may still often (if not always) expect that a new discontent and restlessness will soon develop, unless the individual is doing what he's fitted for. A musician must make music, an artist must paint, a poet must write, if he is to be utimately at peace with himself. What a man can be, he must be. This need we call self actualization." To paraphrase Elizabeth Cady Stanton in 1888, "The true person is as yet a dream of the future". May we all use our work to contribute to a better world, a better future.

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by Betty Neville Michelozzi

Mayfield Publishing Company
285 Hamilton Avenue
Palo Alto, California 94301

Name _____

Personality Mosaic

Directions: Circle the numbers of statements that clearly feel like something you might say or do or think—something that feels like *you*.

1. It's important for me to have a strong, agile body.
2. I need to understand things thoroughly.
3. Music, color, beauty of any kind can really affect my moods.
4. People enrich my life and give it meaning.
5. I have confidence in myself that I can make things happen.
6. I appreciate clear directions so I know exactly what to do.
7. I can usually carry/build/fix things myself.
8. I can get absorbed for hours in thinking something out.
9. I appreciate beautiful surroundings: color and design mean a lot to me.
10. I love company.
11. I enjoy competing.
12. I need to get my surroundings in order before I start a project.
13. I enjoy making things with my hands.
14. It's satisfying to explore new ideas.
15. I always seem to be looking for new ways to express my creativity.
16. I value being able to share personal concerns with people.
17. Being a key person in a group is very satisfying to me.
18. I take pride in being very careful about all the details of my work.

Scoring your answers

To score, circle the same numbers below that you circled on the Personality Mosaic.

R	*I*	*A*	*S*	*E*	*C*
1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18
19	20	21	22	23	24
25	26	27	28	29	30
31	32	33	34	35	36
37	38	39	40	41	42
43	44	45	46	47	48
49	50	51	52	53	54
55	56	57	58	59	60
61	62	63	64	65	66
67	68	69	70	71	72
73	74	75	76	77	78
79	80	81	82	83	84
85	86	87	88	89	90

Now add up the number of circles in each column:

R ____ I ____ A ____ S ____7 E ____ C ____ *totals*

Box 4-1: Tally sheet

A. List your three highest personality components from the Personality Mosaic:

1st _____ 2nd _____ 3rd _____

B. Indicate your "big three" ratings from the Data, People, Things Involvement Indicator:

Data	People	Things
H	H	H
M	M	M
L	L	L

C. Circle the numbers of your "must have" work qualities from the Work Qualities Inventory; put an X on the numbers of work qualities you prefer to avoid.

1. Repetition
2. Precision
3. Intuition
4. Production
5. Variety
6. Business contact
7. Influencing
8. Personal contact
9. Prestige
10. Adventure

D. Now circle H, M, or L for the eight skill areas from Activities Analysis and Skill Satisfaction:

1. Mental energy/intelligence	H	M	L
2. Verbal proficiency	H	M	L
3. Numerical proficiency	H	M	L
4. Space and form awareness	H	M	L
5. Clerical perception	H	M	L
6. Color sense	H	M	L
7. Finger/hand agility	H	M	L
8. Body coordination	H	M	L

THE CAREER CHART

		Data	People	Things	Work Qual	SKILLS: Intelligence	Verbal	Numerical	Form/Space	Clerical	Color	Finger/Hand	Body
		D	P	T		1	2	3	4	5	6	7	8
R - REALISTIC JOB GROUPS													
MECHANICAL													
5.	Craft Technology: Doing highly skilled hand/	HML	L	HM	2,3,4,	M	L	M	HM	L	L	HM	M
25.01	machine custom work				5								
INDUSTRIAL (Factory)													
13.	Production Technology: Setting up/operating	HML	L	HML	2,4,6	M	L	M	M	L	L	M	L
06.01	machines to produce goods in specific ways.												
NATURE													
18.	General Supervision--Nature: Supervising:	HM	ML	HML	2,3,4,	M	M	M	M	L	L	M	L
03.02	farms, forests, fisheries, nurseries, parks.				5,6,9								
PROTECTIVE													
22.	Security Services: Protecting people and	HML	L	ML	1,3,6,	M	M	L	ML	L	L	ML	ML
04.02	property from crime, fire, and other hazards.				10								
PHYSICAL PERFORMING													
23.	Sports: Of all sorts: playing, training,	HM	ML	ML	2,3,7,	M	ML	L	ML	ML	L	=	H
12.01	coaching and officiating.				9,10								
I - INVESTIGATIVE JOB GROUPS													
SCIENTIFIC													
25.	Physical Sciences: Research/development in	H	L	HL	2,3,4,	H	H	H	HM	M	M	L	L
02.01	physics, chemistry, geology, computer science.				7								
A - ARTISTIC JOB GROUPS													
ARTISTIC													
31.	Visual Arts: Doing artistic work: paintings,	H	ML	H	3,4,6	HM	L	L	M	L	H	HM	L
01.02	designs, photography for personal sale/media.				7								
S - SOCIAL JOB GROUPS													
HUMAN SERVICES													
38.	Social Services: Helping people with personal,	H	H	L	3,5,6,	H	H	M	L	L	L	L	L
10.01	career, educational, religious, concerns.				7,8,9								
ACCOMMODATING													
41.	Hospitality Services: Touring, guiding, greet-	HML	HML	ML	3,5,6,	M	M	L	L	ML	L	L	L
09.01	ing, serving people to help them feel at ease,				7,9								
S/E - SOCIAL/ENTERPRISING JOB GROUPS													
LEADING/INFLUENCING													
46.	Educational/Library Services: Teaching,	HM	HML	L	3,5,6,	H	H	M	L	HM	L	L	L
11.02	providing library services.				7,8,9								
E - ENTERPRISING JOB GROUPS													
PERSUADING													
57.	Sales Technology: Selling technical eq. ment	HM	M	L	2,3,6,	HM	HM	HM	M	M	L	L	L
08.01	or services/insurance. Also clerical				7,9								
C - CONVENTIONAL JOB GROUPS													
BUSINESS DETAIL													
63.	Clerical Machine Operation: Using various	ML	L	H	1,2,4,	M	L	L	L	HM	L	HML	L
07.06	machines to record, process, compute data.				6								